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ABSTRACT

The Educational and Career Service Community Outreach Program was designed to assist special needs adults in overcoming obstacles preventing them from realizing the educational and vocational options available to them in their community. The focus of the project was on the development of community-based career awareness programs and the provision of follow-up individual counseling services throughout the rural counties of Gloucester and Cumberland in New Jersey. With the cooperation of adult community education schools, local libraries, and other community groups, the project maintained 10 outreach sites and served over 135 individuals. During the program, the project staff provided self-assessment experiences designed to help participants set and meet educational and career goals and conducted a brokering effort to distribute resources to appropriate community agencies, persons, and institutions. The program, having completed its second year, continues to be successful in serving individuals who, due to geographic isolation and dispositional barriers, are unable to make full use of traditionally placed services. The project has resulted in the establishment and maintenance of a cost effective, replicable career counseling outreach model. (MN)

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FINAL REPORT

OF

EDUCATIONAL AND CAREER SERVICES COMMUNITY OUTREACH PROGRAM

1982 - 83

Educational and Career Services for Adults
Office of Adult Continuing Education
Glassboro State College
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Project Duration: July 1, 1982
Beginning Date

June 30, 1983
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The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

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PROJECT TITLE: Educational and Career Services Community Outreach Program

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: Glassboro State College

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ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

The goal of this project has been to assist adults with special needs in overcoming obstacles which prevent them from realizing the educational and vocational options available to them in their community.

The project's focus continued to be a series of community based career awareness programs and follow-up individual counseling sessions throughout the rural Gloucester and Cumberland Counties. The program consisted of self-assessment experiences designed to assist participants in setting and meeting educational and/or career goals, and the brokering of resources to appropriate community agencies, persons and institutions thus increasing understanding and knowledge of options available within the target area.

With the cooperation of adult community education schools, local libraries and other community groups, the project maintained 10 outreach sites and served over 135 individuals.

The project conducted a program of two groups followed by an individual one-on-one counseling session over a three week time period at local adult community education programs and local libraries. This design provided participants with:

a. support and guidance in the career transitioning process

b. indigenous community-based career and educational counseling

c. stimulus of awareness as to vocational needs and options to meet those needs

d. brokering with community services, agencies and persons who can assist in meeting career and educational goals.

The program, having completed its second year continues to be successful in servicing individuals who, due to geographic isolation and/or dispositional (attitude, self-image) barriers, are unable to avail themselves of traditionally placed services.

Contributions to Vocational Education:

As a result of this project, a cost effective, replicable career counseling outreach model has been established and maintained. A need for such a service has been demonstrated as indicated by participant evaluation results, and hosts sites' expressed wishes for continued service. The project continued to refine training materials, program process and content; and update its Community Resource Guide.

ACKNOWLEDGMENT

The project reported herein was conducted pursuant to a contract from the Division of Vocational Education and Career Preparation, New Jersey Department of Education. It was funded under Section 134 of Public Law 94-482. The contractors undertaking such projects are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position or policies of the Division of Vocational Education and Career Preparation, New Jersey Department of Education.

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A INTRODUCTION

1. Problem

Adults today continue to seek out information related to career planning, educational/vocational training, and job market strategies as they find themselves faced with a changing technological society. Preparation for the future is a growing concern and economic necessity as many adults are experiencing job insecurity, layoffs, cutbacks and total area phase-outs in the labor market. The confusion involving which training program to enter, how to transfer skills from one field to another often requires assistance. Guidance, information and support are often necessary in order to make career transitions and feel empowered about one's life direction.

Evaluation of the Career Outreach Project's second year participants overwhelmingly indicated the need for assistance to "help me decide what I want to do in the future, (51 %) and to "give me information about community resources that can help me in my job search" (31%).

The targeted areas of Gloucester and Cumberland Counties are rural in nature. Residents tend to be isolated due to an inadequate public transportation system, lack of services and dispositional barriers to existing traditionally placed service agencies and institutions. Knowledge of training and educational opportunities available to these targeted adults to improve employment status is characteristically unknown or deemed inaccessible because of poor self concept, lack of appropriate information and support for making career changes.

According to the Gloucester County Industrial, Commercial, Educational and Social Services Needs Assessment Project CETA title VI No. 220, 1978-79, with respect to additional programs services needed...

> "There were many requests for additional counseling services... Apparently many people feel unable to make plans and decisions in the voocational and educational areas without professional guidance. Our institution and society are perhaps too complex for the layman to deal with, and the feeling seems to be that more service should be available in this area."

The level of unemployment for this area remains one of the highest in the country. New "job readiness" legislation is only now beginning to imprint upon this area and its effect may be long in coming, as local funding agencies are still in the process of reorganizing. The rippling effect of cutbacks has been strongly felt throughout Southern New Jersey.

One example of the many employment and life skills counseling services that have been significantly reduced in the targeted area is the pre-vocational instruction and counseling components of the Gloucester County Learning Center (Basic Skills and GED instruction) which were cut in 1981. This program provided adult students with a minimum of fifteen (15) hours per week of classroom instruction and field experiences to promote skills development in such areas as: personal/career goal clarification; job search techniques; resume writing; employment application forms completion; utilization of community resources, etc. Loss of the program due to funding cuts critically affected the Learning Center's ability to provide broad based skills development in such areas. According to the Center's supervisor, those related services available through the Educational Outreach Program have significantly contributed to the Gloucester County Learning Center efforts to assist adult students with career and educational planning. The individualized counseling sessions, and information and referral sessions provided by the Outreach Program have proved particularly successful with the Learning Center's students.

The Career Outreach Project has proven successful in two years of operation in: 1)developing and adapting curriculum materials to meet the career planning needs of the population. 2) providing an innovative career counseling model to the targeted population and its professional community. 3) developing a replicable outreach model of career services delivery to adult students.

2. Objectives

The overall objective was to maintain the Career Outreach Project in the targeted community to serve adults with guidance and career and educational information necessary in order to make desired career transitions.

Twenty (20) outpost sites were to be maintained to conduct the career seminar program indiginous to the community. Three (3) hosting community sites conducted the program during the fall semester and ten (10) sites offered the program for its spring 1983 semester.

Program Objectives

Program objectives for the project were as follows:

1. To provide support and guidance to targeted groups in the career transitioning process.
2. To stimulate in participants with vocational needs an awareness of those needs and of the accessibility of services to meet those needs.
3. To act as a broker between targeted groups with needs and services, agencies, or other people who can meet those needs.
4. To provide a replicable outreach transitioning service model easily adaptable for other community groups and institutions.
5. To collect data and information on existing business and industry to be included in the updated Resource Guide.
6. To disseminate developed training materials, instructional techniques and evaluation procedures resulting from this project.

The project maintained several process objectives to implement the above objectives:

1. Continued publicity and the offering of structured seminars to help participants make career transitions.
2. Continued transitioning and supportive group and individual counseling services which acted as an enabling force to ease participants into a more active and constructive role in searching out a job or career.
3. Continued the monitoring of participant progress and assessed and evaluated the effectiveness of the program.
4. Continued providing a cost-effective guidance and transitioning model which due to its diversified approach and outreach targeted a maximum

number of participants.

5. Continued providing adults with a wider range of vocational options and encouragement of exploration into non-traditional career choices.

An indepth discussion of these objectives and outcome will be addressed in the procedures and findings section of this report.

B PROCEDURES

1. General Design

Four (4) major activities were undertaken to accomplish the stated objectives of the project. These activities were: 1) maintaining community-based sites. 2) publicity and recruitment of participants for the program. 3) updating, adapting seminar materials. 4) program evaluation and revision.

a. Participants

The project continued to focus on adults with special needs in the mostly rural targeted area of Gloucester and Cumberland Counties. Ninety four percent of those attending the seminar programs resided outside an urban environment. Twenty seven percent were unemployed. Of those employed, most indicated the need for upgrading their skills, and retraining in order to obtain better jobs. Many expressed the desire to carve out a career and plan for their work future as opposed to moving from job to job. Results show that 48% of the participants were employed in semi-professional and blue-collar occupations. Project participants attended on a voluntary basis, having become aware of the service through publicity avenues such as: newspaper and radio advertisements, the adult community school's general mailing brochure, library newsletters and posters, project brochure and word-of-mouth.

b. Community-based program

The seminar program continued to be housed in local adult community education programs and local libraries. High school, vocational school, and library sites remained accessible and familiar to the target population due to geographic location and permanence in their community.

Arrangements for dates and times were made individually with each cooperating school and library site. The seminar program ran for three (3) consecutive sessions at each of the ten outreach sites. The first two sessions were group meetings, each of two hour duration. The last session was "one on one" individual counseling appointment

session with the facilitator. All materials were brought on-site by the seminar facilitator due to reduced funding and delayed receipt of the project monies did not enable a full program schedule the second semester. The Project did conduct limited programing (3 sites) the first semester.

c. Publicity and Recruitment of Participants

Publicity continued to be a main focus of the project. The most successful recruiting was accomplished through the listing of the program in the hosting adult community education program's course offering brochure. This proved to be successful as the brochure is sent throughout each community via general mailing every semester. Pre-registration was handled by the school which gave an indication of the number of expected participants.

In-house advertising was done at sites by way of newsletter, flyer, poster, PSA announcement, teacher notification, to name a few.

The project continued to use the traditional forms of publicity such as, newspaper press release and calendar announcements as well as the productive placing of notices in the want ad section of local papers which again proved successful in targeting "out-of-work" adults.

As in the initial year of the Project, the most effective advertising and recruitment methods were high visibility (brochure, want ad) and referral from community persons and former seminar participants.

d. Seminar Program

The goals of the seminar, "Shifting Gears and Moving Ahead" remain to provide participants with increased knowledge with which to make informed career and educational decisions. This knowledge includes not only the world of work (job market, career option, job hunt strategies), but a self-assessment and an increased understanding of the participants own work values, interests skills and abilities. The program design remains two-fold - group session and individual counseling follow-up time.

Group Session

Participant evaluation indicated the desire for extended group interaction time, so the composition of the three week program changed to

two group sessions followed by only one week of individual counseling follow-up time. The Project felt that the extra session which allowed participants additional needed time for self-assessment and group exchange provided individuals with more information and self-assurance. This reduced the need for individual counseling and many expressed they had gotten what they had come for by the end of the second session - "Group sharing made me understand how other people feel and helped me better understand myself", "The information presented got me thinking in the right direction". "Exercises helped which make you think and project yourself into situations where you are making judgements on what moves or motivates you to feel particular ways".

There were still those who wished to take advantage of the individual counseling opportunity, 56 %. From written evaluation and the conclusion of the counselor, it appeared that those persons who chose the one-on-one session were in a position in their lives where they were more ready to move and make a change in the near future.

All participants were asked to fill out a questionnaire at the beginning of the first session (see appendix) to gather statistical information and to evaluate for themselves educational and career goals and needs. An evaluation sheet was given out at the conclusion of Session I and Session II (see appendix) to obtain group session response. Evaluation of the total program and participant gain was solicited from those attending the individual counseling follow-up session (see appendix).

Session I

Introduction. Time was spent giving background information on how the Project was created, including funding source, goals of the ECSA office and facilitator's background as it related to job change and career decision-making. Each participant was then asked to describe him/herself using three words ending in "ing" followed by a brief discussion of goals and expectations of the seminar.

Overview of the seminar included what the two sessions would and would not cover and a description of the individual follow-up appointment.

Discussion and Exercise Examining Values. A group activity included examining a positive work experience in the participant's life and determining "acted upon" values.

Discussion of Job Market "Myths and Realities". This included such areas as "experience", "how to find a job", work values and attitudes.
Activity using an Interest Inventory. Discussion and examination of how one spends his/her time and importance of having a job that is consistent with one's personality and value system and congruent with interests and abilities. The goal of this exercise is to further delineate talents, abilities and areas of importance to the participant.
Vocational Choice. Discussion and activity related to John Holland's theory of vocational choice and the Self-Directed Search Inventory which participants complete for homework during the following week.

Session II

Discussion of Self-Directed Search Inventory results and accompanying exercise "The Party" focused on the importance of choosing a job that is best suited to one's interests and abilities. The goal is to build self-confidence and increased option awareness in relation to career choices.

Discussion and Activity involving skills identification. The focus is on further identifying and determining strengths to increase familiarity and participant self-confidence.

Discussion and Activity related to goal planning and personal change. The focus is on decision-making and implementation of goals.

Wrap Up. The focus is on determining the next move. Resource materials are presented and alternative ways to reaching desired goals are discussed.

Individual Counseling Follow-Up Session

The seminar participant was given the option to attend a one-on-one session with the facilitator at the same site the next week following the group seminar. The facilitator returned to the site the following week at the same time and day to see seminar participants individually. Appointment times were scheduled at the conclusion of the second group session. At this time the individual would review seminar material, clarify personal career direction, receive personal assistance in interpreting the results of the Self-Directed Search, or help with an additional referral or community resource.

This again proved to be a significant aspect of the Outreach Program as indicated by the participant's response verbally and on their written

evaluation. The opportunity to digest material discussed in the group sessions and to return to the same counselor for additional assistance on a one-on-one basis proved satisfying and beneficial to many of the participants.

e. Advisory Committee

The Outreach Project Advisory Committee met on March 22, 1983. The Committee was apprised of the status of the Project regarding funding reduction and cutback in services for the first six months of the Project's operation. Despite the handicap, the program was functioning well and off to a fruitful second semester. Committee members active in their various communities attested to the value of the seminar series (see appendix support letters).

Time was spent discussing future directions. The Committee shared useful information and made recommendations which have proven invaluable to the implementation of the project.

2. Findings

The results reported herein were based on the 123 participants who responded to a self-assessment instrument which was administered during the initial session. Additional data were also obtained from the participants at the end of each session pertaining to the effectiveness of the workshop (see appendix section).

a. Characteristics of Participants

1. The majority of the participants were women. Seven out of ten were women. Nearly half (45%) were married, 32% were single, 10% were divorced and the remainder were either separated or widowed as shown in Table 2. About 40% had minor children and 43% considered themselves as the head of household (Tables 3 and 4).

2. In term of age, a large proportion (47%) of the participants were in the 31-40 years age bracket. About 27% were under 31 and 20% were between the ages of 41 and 50 years old (Table 5).

3. Nearly all of the participants were whites (95%). Only 5 participants were from the minority groups. (Table 4).

4. Table 5 shows that the majority (62%) of the participants had more than 12 years of formal schooling. Nearly 40% had 9-12 years of schooling.

b. Employment Status of Participants

1. Seven out of ten participants were employed either full time or part time with the remaining 27% of the participants were unemployed (Table 6).

2. Of those who were employed, about 31% were holding clerical, sales and office jobs; 30% were either in the professional or

TABLE 1

SEX DISTRIBUTION OF PARTICIPANTS

	N	%
Male	32	26
Female	90	73
No Response	1	1
TOTAL	123	100

TABLE 2

MARITAL STATUS OF PARTICIPANTS

	N	%
Single	39	32
Married	55	45
Widow(er)	3	2
Separated	8	6
Divorced	12	10
No Response	6	5
TOTAL	123	100

TABLE 3

MINOR CHILDREN AT HOME

	N	%
Yes	48	39
No	75	61
TOTAL	123	100

TABLE 4

PARTICIPANTS AS HEAD OF HOUSEHOLD

	N	%
Yes	53	43
No	69	56
No Response	1	1
TOTAL	123	100

TABLE 5

AGE DISTRIBUTION OF PARTICIPANTS

Age Categories	N	%
Under 25	21	17
26 -30	15	12
31 - 35	33	27
36 - 40	24	20
41 - 45	18	15
46 - 50	6	5
51 - 55	4	3
Over 55	1	.05
No Response	1	.05
TOTAL	123	100

TABLE 6

RACIAL BACKGROUND OF PARTICIPANTS

	N	%
American Indian	-	-
Black	3	2
Hispanic American	2	2
Asian American	-	-
White/Caucasian	117	95
Other	-	-
No Response	1	1
TOTAL	123	100

TABLE 7

EDUCATIONAL ATTAINMENT OF PARTICIPANTS

Years of Formal Schooling	N	%
1 - 6	1	.05
6 - 8	-	-
9 - 12	46	37
Over 12	76	62
No Response	-	-
TOTAL	123	100

TABLE 8

EMPLOYMENT STATUS OF PARTICIPANTS

	N	%
Full-time	65	53
Part-time	23	19
Unemployed	33	27
No Response	2	1
TOTAL	123	100

TABLE 9

TYPES OF OCCUPATIONS OF EMPLOYED PARTICIPANTS

	N	%
Clerical & Sales	21	25
Managerial & Office	5	6
Professional	17	19
Semi-Professional & Technical	10	11
Semi-Skilled	8	9
Service	14	16
Skilled	9	10
Unskilled	2	2
No Response	2	2
TOTAL	88	100

semi-professional fields. The remainder were employed in jobs in the service, skilled and semi-skilled areas (Table 7).

c. Residence Area

1. As expected the majority of the participants came from the suburban areas. While only 32% lived in the rural areas and 6% in urban areas (Table 10).

2. Nearly all of the participants had their personal transportation (Table 10).

d. Career Plans of Participants and their Reasons for Participating in the Program

Overall the major thrust of this program has been to provide participants the employability skills and know how needed to effectively secure a job or to make career plans and decisions. Table 12 clearly indicates that the majority of the participants had very little understanding of the different occupations they may consider and they were completely undecided about their future occupations. However, there were others who seemed to have decided or narrowed down their choices about the occupations they want to pursue. The post program data also indicated that the program had made positive changes on the career plans of the participants, particularly on those who had initially showed the lack of understanding about various occupations and undecidedness on their part about their future occupations.

Table 13 shows that the two major primary reasons given by participants were: 1) Help me decide what I want (51%), and

TABLE 10

RESIDENCE OF PARTICIPANTS

Area	N	%
Urban	7	6
Suburban	76	62
Rural	40	32
TOTAL	123	100

TABLE 11

PERSONAL TRANSPORTATION

	N	%
Yes	118	96
No	3	2
No Response	2	2
TOTAL	123	100

TABLE 12

CAREER PLANS OF PARTICIPANTS

	N	%
Have Decided	14	11
Have Narrowed Down	39	32
Little Understanding	25	21
Completely Undecided	41	33
No Response	4	3
TOTAL	123	100

TABLE 13

PRIMARY REASONS FOR ATTENDING SEMINAR

	N	%
Help me find a job	31	14
Help me decide what I want	109	51
Give me information about community resources	66	31
Other	8	4
TOTAL	214	100

This is a multiple response question. The percentage distribution is based on the total number of responses.

2) Secure information about community resources (31%). Fourteen (14%) percent of the participants indicated help in finding a job as their primary reason for attending the program. Feedback information from the participants showed that their primary reasons for attending the program were very much satisfied.

e. Self and Career Awareness, Knowledge of Job Opportunities and Community Resources

As mentioned earlier, each participant was requested to complete self-evaluation instrument for the purpose of collecting certain pertinent information which could be helpful in understanding and meeting the needs of each participant.

Table 14 shows that the majority of the participants both lacked the awareness of job possibilities (55%) and the understanding of community resources (53%). However, nearly all the participants seemed to have a good understanding of their own skills and abilities (93%) and the knowledge of what has been the important and satisfactory experience in their lives (93%).

TABLE 14

PARTICIPANTS CAREER ATTITUDES AND AWARENESS

OF JOB OPPORTUNITIES AND RESOURCES

	Agree Strongly	Agree	Somewhat Agree	Disagree	Disagree Strongly	No Opinion	No Resounse
Know the important and satisfactory experiences in life	34 (28)	47 (38)	33 (27)	- -	- -	4 (3)	5 (4)
Have good understanding of my skills and abilities	31 (25)	57 (46)	27 (22)	6 (5)	- -	- -	2 (2)
Know how to make a career change	8 (7)	9 (7)	41 (33)	39 (32)	10 (8)	13 (11)	3 (2)
Aware of job possibilities	2 (2)	10 (8)	29 (23)	54 (44)	11 (9)	12 (10)	5 (4)
Have a good understanding of community resources	3 (2)	15 (12)	30 (24)	49 (41)	13 (11)	9 (7)	4 (3)
Have a clear understanding of training and educational requirements needed for a new job	2 (2)	15 (12)	41 (33)	42 (34)	9 (7)	11 (9)	3 (2)

Note: The numbers in parenthesis represent the row percentage distribution based on the 123 responses for each particular item.

f. Participants' Evaluation of Workshop Activities

Participants were asked to evaluate the workshop activities and its various aspects in terms of how these activities/ aspects were helpful to them. Overall the workshop was highly judged by the participants with the exception of the physical setting, the classrooms where the sessions were conducted. It should be noted that various sites were used to conduct the workshop. In one site the physical setting was rated very poor because it was not properly heated.

The instructor was highly rated as of great help as well as group sharing, information presented and written handouts.

TABLE 15

PARTICIPANTS' EVALUATION OF

WORKSHOP ACTIVITIES/ASPECTS

Aspects	A Great Deal of Help		Some Help		Not at all		No Response	
	N	%	N	%	N	%	N	%
Group Sharing	73	61	43	36	3	3	-	-
Information Presented	73	61	45	38	1	1	-	-
Written Exercises	59	49	56	47	1	1	3	3
Handouts	65	55	41	34	1	1	12	10
The "Party"	30	25	17	14	1	1	71	60
Instructor	100	84	18	15	1	1	1	1
Physical Setting	33	28	58	49	24	20	4	3

Note: The row percentage distribution is based on 119 participants' responses.

Additional Findings

Additional comments regarding the attainment of objectives are discussed below.

1. To provide support and guidance to targeted groups in the career transitioning process.

The Seminar Program's unique structure of group discussion, activities and follow-up individual counseling continued to encourage participants to realize their capabilities, accomplishments and interests and to begin to plan for their future. By providing necessary tools and information exchange of ideas, examination of values and new options, and in receiving support in a one-on-one session, the participant was allowed to see him/herself as an occupational decision-maker in his/her life.

Follow-up telephone calls were made to participants in an attempt to monitor progress and support the individual after completing the Seminar Program.

A follow-up survey was designed to evaluate program effects over an extended period of time. All participants will receive a questionnaire surveying their educational and job status, the relationship of the Seminar to their present situation and suggestions for improving the program. (see appendix)

2. To stimulate in participants with vocational needs an awareness of those needs and of the accessibility of services to meet those needs.

Participant evaluation indicated that they had learned about resources to them in their community and that they came to view these services as accessible to them. A large emphasis of the program involved the process by which a search for information is conducted and what information can be expected from that resource (what that person, agency, institution could offer the seeker). Specific information was given in the form of a community resource guide citing specific referrals and pertinent information (i.e., address, hours, contact persons, eligibility) rendering the seeker more informed, confident and thus better able to make contact with the appropriate services to assist with career and or educational changes.

A major portion of the group seminar process continued to be experimental, designed to identify personal needs, goals and strengths thus increasing comprehension of vocational needs and developing new insights. In answer to what parts "you feel were important to you", participants evaluated this aspect of the program with comments such as:

"I feel this program is a great asset to the community and should be known more widely."

"It was a worthwhile experience in taking a closer look at myself to see what special skills I have."

"I thoroughly enjoyed the program - well and professionally presented."

"The group sharing was most helpful to me because I felt I wasn't alone."

"I believe the program is well done."

"I think it should be longer - take place over a period of time and should be more individualized."

"Group discussion had everyone involved and put people at ease."

"I gained what I know I am - my main tool."

"Information given and the handouts (were most helpful) I feel that a direction is forming which I need."

"There needs to be more advertising of careers available and help"

"Learning things about myself that will ultimately help me change my career - to use my good qualities."

"Very good information and flyers."

"Perhaps extend and expand the main course. Follow-up on people that have taken the course."

"More individualized time would be helpful."

3. To act as a broker between targeted groups with needs and resources which meet those needs.

The project drew upon an extensive wealth of resource information gathered both during the first year and contacts previously established by the sponsoring office of Educational and Career Services for Adults. The program facilitator has continued to maintain an effective working

relationship with numerous community persons and agencies by being involved in community activities and organizations.

It should be mentioned that the previously developed Resource Guide was updated and maintained, listing persons, programs, agencies and institutions for the purpose of referral and information dissemination.

The individual counseling appointment was used to tailor the brokering of resources for specific needs and desires.

4. To provide a replicable transitioning service model easily adaptable for other community groups and institutions.

The program design and process continued to be easily transportable and adaptable to varied groups and environments. It can be conducted: 1) in a short time frame (three, 2 hour sessions), 2) with minimal use of visual aids, equipment, materials, 3) in most public meeting rooms.

The program can be effective with a large group of twenty (20) or more people, or a small group of five (5); as was demonstrated this year. With appropriate training, community groups could easily adapt the model to suit specific career and educational needs. The Project was asked to present the Outreach Program concept by the New Jersey Bureau of Adult and Community Education, at their annual Directors Conference this year. In so doing, adult and community educators recognized this approach as a replicable and unique model for their adult population.

5. Collection of data and information on existing business and industry to be included in the updated Resource Guide.

Due to considerable reduction of funds for the project this year 1982-83, an endeavor such as this could not be undertaken. Time was spent maintaining established outreach sites and publicizing the Program. To attempt to update the Resource Guide without financial subsidy would seriously have jeopardized what the Project has spent two years in building.

6. To disseminate developed training materials, instructional techniques and evaluation procedures resulting from this project. Products of the program have and will continue to be disseminated accordingly to selected agencies and individuals - i.e., community based career related organizations, local directors of adult continuing and community education programs, directors of public school career education programs, women's organizations, etc.

The Project will continue to present the Program at occasions such as: The 18th Annual New Jersey Institute for Directors of Adult and Community Education, the N.J.D.E., Division of Vocational Education and Career Preparation Workshop on Providing Career Counseling for the Adult-Out-Of-School Population, and the R.F.P. Dissemination Conference Spring 1983.

Copies of the Community Resource Guide, evaluation, training syllabus, follow-up survey and any additional materials created as a result of the Project will be provided to the New Jersey Vocational Technical Curriculum Laboratory at Rutgers University.

Hosting Program sites have received Seminar materials for use in their various programs. Brochures and fliers describing the program will be distributed to service agencies in New Jersey.

3. Elimination of Sex Bias and Sex Role Stereotyping

Seventy three percent of the participants were women, an indication of the real and current need for women to receive accurate and up-to-date career information as well as support and assistance in clarifying goals and individual needs. Women, long in the background of the work world, are being given the opportunity as a result of projects such as this one to approach the job market with knowledge and confidence.

Twenty six percent of the participants were men, which shows a growing need among men for assistance and support in planning for their work future and for making life decisions.

Curriculum materials, both printed and visual were designed with the prevention of sex discrimination in mind. Emphasis was placed on eliminating sex role stereotyping with regard to job and career opportunities in the development of the Seminar curriculum and in the Seminar Session.

C. SUMMARY

1. Conclusion

The goal of the Program was to provide participants with increased knowledge with which to make informed career and educational decisions and support to encourage them to make life changes.

The demonstrated need for career-awareness counseling and resource brokering among targeted adults has overwhelmingly been acknowledged by the participants of this project. Participants indicated they had gained a greater awareness of educational and vocational options available to them in their geographic area and felt encouraged and more self-confident to pursue career goals. Participants found the new program format of extended group sessions (two periods) beneficial and indicated that the time for group interaction was useful and supportive.

The Program model continued to be a replicable counseling approach which can easily be adapted to varied adult learning environments. Training of personnel is a necessity, but those individuals presently working with adults can be trained to conduct the Program within the confines of their existing job, as the Program and its components are flexible to varied needs and situations.

Again participants requested that this Program be available to the community on a continuing basis, advocating the need for a permanent service to provide career and vocational counseling for community adults.

2. Recommendation

Based on the past two years of experience with this Project, the following recommendations are made:

a. There is an imperative need for materials development in the area of adult vocational and career education; specifically those special needs of adults with less than 12th grade reading level comprehension. Adult and vocational education learning environments could particularly benefit from self-directed career oriented curriculum materials.

b. Hosting sites indicated the need for training of adult and vocational educators to incorporate career awareness, self-assessment and resource brokering components into existing programs.

APPENDICES

SHIFTING GEARS AND MOVING AHEAD

(please print) DATE _____

NAME _____ SOCIAL SEC.# _____

ADDRESS _____ PHONE: Home _____
Bus. _____

CITY _____ STATE _____ ZIP _____

Marital Status: _____ Sex: M _____ F _____

Race: Amer. Indian ____ Black ___ Hispanic ___ Asian Amer. ___ White or Caucasian ___
Other _____

Present Age: 20-25 __ 26-30 __ 31-35 __ 36-40 __ 40-45 __ 46-50 __ 51-56 __ 56-over __

Years of formal school completed: 1-6 __ 6-8 __ 9-12 __ 12+ __

Enrolled in GED ____ or ABE ____ program

Work outside home: full time ____ part-time ____ unemployed ____

If employed what is your work _____

Do you have your own means of transportation? Yes ____ No ____

How do you describe the area where you presently live?
Urban _____ Suburban _____ Rural _____

Do you have minor children at home? Yes ___ No ____

Are you head of the household? Yes ___ No ____

Please check (✓) one of the following statements that best describes your career plans:

_____ I have decided on my occupation

_____ I have my occupation narrowed down to a few possibilities

_____ I have little understanding of the different occupational areas I could consider

_____ I am completely undecided concerning my occupation in the future

If you could choose anything, which occupation would you like to enter

_____

_____

_____

_____

In each of the following statements, check the column that best describes your feeling:	Agree Strongly	Agree	Somewhat Agree	Disagree	Disagree Strongly	No Opinion
I know what have been the important and satisfactory experiences in my life						
I have a good understanding of the skills and abilities I bring to a work situation						
I know what to do to make a career change						
I know what kinds of job possibilities are open to me						
I know of places and people in my community that are available to help me in my job search						
I have a clear idea of how to get the training or education necessary to begin a new job or career						

What is (are) your reason(s) for taking this program? Check the ones which most apply to you.

- ☐ to help me find a job
- ☐ to help me decide what I want to do in the future
- ☐ to give me more information about community resources that can help me in my job search
- ☐ other

SHIFTING GEARS AND MOVING AHEAD

CAREER SEMINAR

WORKSHOP EVALUATION

It is very important to us to know what things have been helpful to you during this workshop in furthering your career and educational goals. Your input will be used in providing future participants with the most helpful experiences we can provide.

Please make a check in the appropriate column.

	HELPFUL		
	A Great Deal	Some	Not At All
Group Sharing			
Information Presented			
Written exercises			
Handouts			
The Party			
Instructor			
Physical setting (room, chairs, etc.)			

What part of the workshop was most helpful? Why?

If you could change or add anything to the workshop, what would it be?

How did you learn about this workshop?